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Comparative Information on Higher Education 1985

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SREB

Southern Regional Education Board

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INTRODUCTION

As the nation's first interstate compact for higher education, SREB has compiled comparative information on higher education for more than three decades. While the degree of reliability and comparability has improved successively over this period, the information should be viewed carefully when comparisons are made among a number of states. For example, periodic changes in the federal reporting guidelines make comparisons over time, using national data, particularly difficult.

SREB publishes a biennial Fact Book on Higher Education in the South which includes state, regional, and national data on finances, enrollment, degrees, and other data relating to institutions, faculty, and students. This "Comparative Information on Higher Education" report supplements the Fact Book with summaries of state appropriations, tuition and fees, faculty compensation, enrollment, degrees awarded, and related subjects.

For state policymakers, the value of sharing comparative information is usually not so much in answers found immediately but in questions raised that may lead to better state policies and procedures. SREB staff assistance is available to states where this information may lead to questions and discussion about higher education trends in the South.

Several of the following tables use the current SREB-State Data Exchange institutional classification system which is intended to group institutions with similar missions and programs and make the data as comparable as possible. Definitions used to classify institutions will be found on the back of this page.

DEFINITIONS OF INSTITUTIONAL CATEGORIES

Category	Definition
Doctoral I	Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 HEGIS categories (2-digit classification) with no more than 50 percent of the degrees in any one category.
Doctoral II	Institutions awarding less than 100 but at least 30 doctoral degrees which are distributed among at least 5 HEGIS categories (2-digit classification).
Doctoral III	Institutions awarding less than 30 but at least one doctoral degree.
Master's I	Institutions offering master's level programs in 10 HEGIS categories (2-digit classification) and awarding at least 100 master's degrees.
Master's II	Institutions awarding less than 100 but at least one master's degree.
Baccalaureate	Institutions that award the baccalaureate degree as the highest degree.
Two-Year I	Institutions whose awards are exclusively, or almost exclusively, college-parallel associate degrees.
Two-Year II	Institutions whose awards are predominantly associate degrees in college-parallel or vocational/technical fields. (Some certificates or diplomas may also be awarded.)
Two-Year III	Institutions whose awards are predominantly certificates or diplomas, with some associate degrees.
Two-Year IV	Institutions whose awards are, exclusively or almost exclusively, certificates or diplomas. (The degree "Associate in Applied Technology" is included in this category.)
Specialized	Stand-alone institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, and engineering schools, etc.

STATE APPROPRIATIONS

In comparison with recent years, 1984-85 state higher educational operational appropriations statistics are mixed, half of the states increasing and half declining in comparison with last year's changes. The regional rate and the national rate of increase are both up slightly--at 16 percent over the previous two years. In other words, higher educational support seems to be faring about equally in the Southern region and in the nation.

In the measure which shows appropriations as a percent of state taxes, it may come as a surprise that both the region and the nation have apparently reached an all-time high. In fact, half of the SREB states reported record higher education appropriations as a percent of state taxes, in Fiscal 1983, the most recent year for which these data are available. Thus, higher education apparently is holding its own in comparison with other demands on state resources, both in the region and the nation.

Table 1

PERCENTAGE INCREASE IN APPROPRIATIONS OF STATE FUNDS FOR OPERATING EXPENSES OF HIGHER EDUCATION, 1975-1985 AND 1983-1985, UNITED STATES AND SREB STATES

	Percent Increase in Appropriations 1975-1985	1983-1985
United States	148%	16%
SREB States	194	16
Alabama	184	23
Arkansas	202	26
Florida	149	13
Georgia	158	17
Kentucky	141	11
Louisiana	200	11
Maryland	131	12
Mississippi	150	10
North Carolina	175	21
Oklahoma	247	-4
South Carolina	122	25
Tennessee	173	27
Texas	343	16
Virginia	192	20
West Virginia	147	14

SOURCE: M.M. Chambers, Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1984-1985. (Washington, D.C.: National Association of State Universities and Land-Grant Colleges).

Table 2

GENERAL APPROPRIATIONS FOR PUBLIC INSTITUTIONS,
SREB STATES, 1984-85 (Thousands of Dollars)

	Doctoral			Master's		Bacca-	Two-Year				Special-	
	I	II	III	I	II	laureate	I	II	III	IV	ized	Total
Alabama	59,831	63,658	60,824	27,568	60,463	2,924	0	61,709	0	51,662	0	388,640
Arkansas	50,382	0	0	63,936	24,666	15,538	1,878	21,942	0	25,131	0	203,472
Florida	220,116	76,481	75,141	85,494	27,739	0	0	332,576	0	0	0	817,546
Georgia	119,061	118,922	0	0	120,871	8,704	36,785	13,344	56,812	0	7,641	480,417
Kentucky	60,394	42,961	0	94,567	49,793	0	26,851	0	0	19,217	0	293,781
Louisiana	92,829	0	134,623	0	104,668	7,769	23,073	0	0	0	4,539	367,501
Maryland	123,566	0	45,194	0	89,109	5,346	0	91,651	0	0	0	354,866
Mississippi	0	99,588	28,482	0	24,901	0	0	63,347	0	0	0	200,517
North Carolina	182,611	33,408	43,627	122,602	34,199	25,193	0	229,265	0	0	5,193	638,934
South Carolina	88,071	54,734	0	0	73,673	16,895	5,953	67,140	0	0	0	296,915
Tennessee	91,403	54,465	99,650	0	45,833	0	0	74,456	0	21,157	2,516	389,480
Texas	649,300	87,508	229,668	179,991	41,472	16,898	0	563,180	0	0	0	1,657,916
Virginia	143,629	82,132	64,973	19,964	58,863	9,131	1,974	117,194	6,009	0	6,275	510,144
West Virginia	71,691	0	0	28,632	8,166	44,697	0	13,596	0	0	0	166,782
SREB Region	1,952,883	713,857	782,182	622,754	764,416	153,095	96,512	1,649,400	62,821	117,167	26,164	6,766,911
Oklahoma	121,610			60,964	3,857	20,672		75,036				207,102

NOTE: Texas appropriations include estimated tuition and fees, which cannot be separately identified in the appropriations process. Operating appropriations for the veterinary medicine program at Texas A&M University are not separately identifiable and are included in the figure for State General Operating Appropriations for Doctoral I institutions.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 3

STATE APPROPRIATIONS OF TAX FUNDS FOR HIGHER EDUCATION OPERATIONS AS A PERCENT OF STATE TAXES
1970-71, 1976-77, 1977-78, 1978-79, 1979-80, 1980-81, 1982-83
UNITED STATES AND SREB STATES

	1970-71	1976-77	1977-78	1978-79	1979-80	1980-81	1982-83
United States	13.5%	13.8%	13.6%	13.6%	14.0%	14.0%	14.1%
SREB States	13.7	15.4	15.4	15.3	16.1	16.0	17.2
Alabama	10.5	19.2	19.6	21.4	20.3	19.9	17.4
Arkansas	14.5	14.3	13.6	14.1	14.6	15.8	14.8
Florida	15.2	13.3	13.0	12.5	13.5	13.3	14.5
Georgia	15.0	13.9	13.9	14.2	14.1	14.3	15.2
Kentucky	14.3	13.2	12.3	13.1	14.0	13.5	14.0
Louisiana	12.3	12.5	12.2	12.5	13.8	14.2	16.6
Maryland	10.5	12.1	11.3	11.1	11.7	12.4	12.5
Mississippi	13.9	15.9	17.1	18.3	18.6	18.7	19.3
North Carolina	13.6	17.1	17.7	17.9	18.0	19.3	19.7
Oklahoma	N.A.	13.4	13.2	13.0	12.9	12.1	15.2
South Carolina	12.9	17.7	16.6	17.4	19.1	18.9	17.7
Tennessee	13.4	13.8	14.4	15.2	16.9	17.3	16.7
Texas	15.6	19.3	19.5	18.2	19.5	17.9	22.6
Virginia	13.1	15.4	15.7	16.6	16.2	16.8	17.3
West Virginia	13.5	13.7	13.9	12.9	13.0	13.4	13.1

SOURCES: M. M. Chambers, Appropriations of Funds Trends for Operating Expenses of Higher Education (Washington, D.C.: National Association of State Universities and Land-Grant Colleges); U. S. Bureau of the Census, State Government Finances (Washington, D.C.: U. S. Government Printing Office).

Table 4

GENERAL APPROPRIATIONS PER FTE STUDENT, PUBLIC INSTITUTIONS,
SREB STATES, 1984-85

	Doctoral			Master's		Bacca-	Two-Year				Special-
	I	II	III	I	II	laureate	I	II	III	IV	ized
Alabama	3,292	4,684	2,897	2,900	3,256	3,295	0	2,112	0	3,314	0
Arkansas	3,922	0	0	3,385	3,460	3,941	2,564	3,028	0	4,755	0
Florida	4,747	4,272	4,591	5,408	6,119	0	0	2,316	0	0	0
Georgia	4,900	4,545	0	0	3,177	1,974	2,966	2,734	3,449	0	2,474
Kentucky	3,784	3,628	0	3,445	3,932	0	1,858	0	0	2,246	0
Louisiana	3,615	0	2,738	0	2,788	3,214	2,813	0	0	0	5,402
Maryland	4,036	0	4,328	0	3,445	4,239	0	1,847	0	0	0
Mississippi	0	3,512	3,665	0	4,264	0	0	1,994	0	0	0
North Carolina	5,153	4,279	3,493	3,862	3,897	4,517	0	3,216	0	0	7,795
South Carolina	4,917	4,473	0	0	3,733	3,111	2,567	2,568	0	0	0
Tennessee	4,227	3,434	3,254	0	3,163	0	0	2,629	0	3,818	1,141
Texas	4,876	6,020	3,229	3,483	3,123	3,342	0	3,521	0	0	0
Virginia	3,638	4,159	2,881	2,139	2,711	2,643	3,088	2,321	3,209	0	4,010
West Virginia	4,408	0	0	3,199	2,865	2,595	0	2,471	0	0	0
SREB Region	4,460	4,248	3,238	3,592	3,309	3,083	2,491	2,713	3,424	3,314	3,127
Oklahoma	3,407			2,489	2,847	3,090		2,486			

NOTE: Texas appropriations include estimated tuition and fees, which cannot be separately identified in the appropriations process. Operating appropriations for the veterinary medicine program at Texas A&M University are not separately identifiable and are included in the figure for State General Operating Appropriations for Doctoral I institutions.

SOURCE: SREB-State Data Exchange, 1984-85.

TUITION AND FEE DEVELOPMENTS IN THE SOUTH
1984-85

Perhaps the most publicized change in tuition practices in 1985--not reflected in the accompanying 1984-85 tables--was the Texas tuition increase, the first in more than 25 years. Although the percentage increase--300 percent for the first year in a six-year series of projected increases--may appear somewhat startling, the effect of the initial increase, in dollar terms, is not great enough to move Texas out of its position as the state where student charges rank lowest in the region.

One of the new tables that appears in this compilation of data displays tuition and fees at the four categories of two-year institutions (Table 6). This information is part of an effort by SREB to provide more data about postsecondary vocational education in the states. In referring to this table it should be noted that the reported vocational education data is still incomplete for the states of Florida, Louisiana, and West Virginia.

In generalizing about recent tuition developments over the region, it may be noted that the term "tuition indexing" is perhaps less frequently used than it was during the late Seventies. However, the number of states which are now committed to some form of tuition policy that, in effect, makes tuition a function of other sources of higher educational support continued to grow in the region--now including Arkansas, Georgia, Oklahoma, South Carolina, Tennessee, and Virginia. In the state where indexing was first adopted but not carried out--Florida--the concept has again become an issue of legislative debate.

Table 5

MEDIAN ANNUAL TUITION AND REQUIRED FEES
FOR RESIDENT AND NON-RESIDENT UNDERGRADUATE STUDENTS,
FOUR-YEAR PUBLIC INSTITUTIONS,
SREB STATES, 1984-85

	Doctoral I		Doctoral II		Doctoral III		Master's I		Master's II		Baccalaureate		Specialized	
	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.
Alabama	1,080	1,290	1,206	2,586	1,253	2,505	840	1,361	975	1,608	1,200	2,400		
Arkansas	930	2,130					845	1,290	790	1,415	790	1,250	900	2,160
Florida	743	2,693	743	2,693	743	2,693	743	2,693	743	2,693				
Georgia	1,407	2,538	1,301	2,903					1,067	1,922	936	1,791	1,149	2,142
Kentucky	1,124	3,202	1,135	3,213			895	2,555	890	2,570				
Louisiana	974	2,474			868	1,548			792	1,516	626	1,256		
Maryland	1,410	3,962			1,407	3,301			1,386	2,556	1,625	2,625	1,396	3,948
Mississippi			1,358	2,434	1,072	2,148			950	2,026				
North Carolina	785	3,405	842	3,462	746	3,304	760	3,318	666	2,916	687	2,942	1,035	3,303
South Carolina	1,440	2,970	1,652	3,580					1,271	2,136	1,000	2,140	1,226	2,532
Tennessee	1,134	3,102	971	2,939	861	2,829			880	2,848	1,134	3,102		
Texas	480	1,560	480	1,560	480	1,560	480	1,560	480	1,560	480	1,560		
Virginia	1,819	3,989	1,824	4,419	1,508	2,864	2,006	3,326	1,455	2,525	1,330	2,119	4,730	7,050
West Virginia	1,160	3,140					922	2,512	800	2,200	800	2,200		
Regional Median	1,124	2,970	1,171	2,921	868	2,693	843	2,534	885	2,168	936	2,140	1,188	2,918
Oklahoma	843	2,469					597	1,629	605	1,637	619	1,651		

NOTES: Tennessee: Fees include maintenance fees, debt service fees, student activity fees and health services fees.
Texas: Represents minimum annual tuition and fees.
Virginia: Specialized institution fees do not include $1,925 charge for uniform cost.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 6

MEDIAN ANNUAL TUITION AND REQUIRED FEES
FOR RESIDENT AND NON-RESIDENT UNDERGRADUATE STUDENTS,
TWO-YEAR PUBLIC INSTITUTIONS,
SREB STATES, 1984-85

	Two-Year I		Two-Year II		Two-Year III		Two-Year IV	
	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.
Alabama			450	900				
Arkansas	600	820	600	900			300	300
Florida			554	1,157				
Georgia	690	1,338	705	1,353	186	186		
Kentucky	468	1,402					140	410
Louisiana	495	1,317						
Maryland			724	2,590				
Mississippi			450	1,062				
North Carolina			170	783				
South Carolina	930	2,020	525	818				
Tennessee			516	2,484				
Texas			120	120				
Virginia	980	2,450	686	2,970				
West Virginia			660	2,020				
Regional Median	645	1,370	540	1,105	186	186	220	355
Oklahoma			450	1,258				

NOTES: Arkansas Two-Year IV reflects tuition for vocational/technical institutions.
Georgia Two-Year III reflects tuition only for vocational/technical institutions. The tuition for associate degree programs is $279.
Kentucky Two-Year IV reflects tuition for vocational/technical institutions.
Texas: Represents minimum annual tuition and fees.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 7

MEDIAN ANNUAL TUITION AND REQUIRED FEES FOR RESIDENT AND NON-RESIDENT GRADUATE STUDENTS, PUBLIC INSTITUTIONS, SREB STATES, 1984-85

	Doctoral I		Doctoral II		Doctoral III		Master's I		Master's II		Specialized	
	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.
Alabama	1,080	2,490	1,206	2,586	1,365	1,767	1,145	1,403	1,081	1,641		
Arkansas	1,130	2,330					945	1,690	790	1,415	900	2,160
Florida	993	3,153	993	3,153	993	3,153	993	3,153	993	3,153		
Georgia	1,407	2,538	1,301	2,903					1,067	1,922	1,149	2,142
Kentucky	1,228	3,514	1,239	3,525			979	2,805	994	2,820		
Louisiana	980	2,210			846	1,526			785	1,472		
Maryland	2,176	3,688			1,940	2,816			1,936	1,936	1,938	4,102
Mississippi			1,358	2,434	1,072	2,148			950	2,026		
North Carolina	783	3,403	842	3,462	746	3,304	811	3,369	666	2,916	1,035	3,303
South Carolina	1,440	1,440	1,652	1,652					1,271	1,271	1,266	1,266
Tennessee	1,341	3,309	1,173	3,141	1,117	3,085			1,146	3,114	1,341	3,309
Texas	480	1,560	480	1,560	480	1,560	480	1,560	480	1,560		
Virginia	1,951	3,301	2,937	4,537	1,640	3,368	1,680	3,000	1,625	2,472		
West Virginia	1,220	3,340					811	2,501	850	2,480		
Regional Median	1,220	3,153	1,223	3,022	1,072	2,816	962	2,653	994	1,981	1,208	2,232
Oklahoma	840	2,520					557	1,562	568	1,573		

NOTES: Tennessee: Fees include maintenance fees, debt service fees, student activity fees and health services fees.
Texas: Represents minimum annual tuition and fees.

SOURCE: SREB-State Data Exchange, 1984-85.

FACULTY SALARIES

Faculty salaries (all ranks) at public institutions in the SREB states advanced 6.7 percent in 1984-85 over the 1983-84 level, according to the SREB-State Regional Data Exchange. For the largest doctoral universities the annual increase was 7.4 percent.

A focus of increasing attention in the area of faculty salary trends is interdisciplinary comparisons. An Oklahoma State University report covering disciplines in doctoral-granting, land-grant universities in most of the SREB states, indicates a 7.7 percent all-ranks annual faculty salary increase for 1984-85. The fields commanding the highest salary levels are business and management, engineering, and law. Lowest salaries are found in such fields as fine and applied arts, home economics, and letters.

The fields of business and management (and the computer sciences) stand out as areas which benefit from the supply-demand relationship, both in terms of academic enrollment popularity when compared with fields such as foreign languages and letters, and in terms of manpower competition with private industry or government. Significantly, mathematics is the field showing the highest percent increase for the year.

Table 8

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1984-85

	Professor Av. Sal.	Rk.	Assoc. Prof. Av. Sal.	Rk.	Ass't. Prof. Av. Sal.	Rk.	Instructor Av. Sal.	Rk.	Undes. Rank Av. Sal.	Rk.	All Ranks Avg. Av. Sal.	Rk.
Alabama	36,972	8	29,660	6	24,297	9	22,861	1	26,499	2	27,783	7
Arkansas	34,733	13	27,133	13	23,738	10	19,368	8	17,697	12	25,086	13
Florida	41,331	1	31,100	2	26,772	1	19,801	4	25,591	3	30,105	3
Georgia	40,872	2	30,202	5	24,529	7	18,960	10	18,686	11	27,895	5
Kentucky	35,240	11	27,176	12	22,775	13	18,446	12	20,216	8	27,023	11
Louisiana	35,267	10	29,153	9	24,549	6	19,557	7			27,681	8
Maryland	39,548	5	31,546	1	25,418	4	19,790	5	20,646	7	30,547	2
Mississippi	35,052	12	28,297	10	23,396	12	18,135	13	19,416	9	24,213	14
North Carolina	40,483	4	30,910	4	26,018	2	19,907	3	20,964	5	27,173	10
South Carolina	39,137	6	29,433	7	24,610	5	20,425	2	21,048	4	27,346	9
Tennessee	35,803	9	27,730	11	23,545	11	18,917	11	18,750	10	27,796	6
Texas	40,565	3	31,006	3	25,704	3	19,708	6	28,832	1	30,946	1
Virginia	38,654	7	29,350	8	24,370	8	19,287	9	20,668	6	29,076	4
West Virginia	31,856	14	26,005	14	21,917	14	17,487	14	17,307	13	25,538	12
SREB Region	38,471		29,664		24,730		19,936		23,790		28,416	
Oklahoma	35,635		29,055		25,489		23,110				27,748	

NOTES: Salaries are reported according to HEGIS definitions. Salaries reported as 11-12 month appointments have been converted to a 9-10 month basis by reducing the 11-12 month salaries by 2/11.

Texas: Average salary data as requested are not available. The data shown above for four-year institutions include average budgeted faculty salaries for both full-time and part-time faculty. The number and average salary shown for two-year institutions are for full-time faculty only in general academic programs--average salary data by ranks are not available.

West Virginia: These figures do not include a faculty salary supplement averaging approximately $700 annually for each full-time instructional faculty member.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 9

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC DOCTORAL INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1984-85

	Professor Av. Sal.	Rk.	Assoc. Prof. Av. Sal.	Rk.	Ass't. Prof. Av. Sal.	Rk.	Instructor Av. Sal.	Rk.	Undes. Rank Av. Sal.	Rk.	All Ranks Avg. Av. Sal.	Rk.
Alabama	39,011	9	30,221	8	24,784	9	18,938	9	22,185	3	29,961	10
Arkansas	37,746	10	26,078	14	24,412	11	18,843	11			30,326	9
Florida	41,956	5	31,642	5	27,431	1	19,881	4	21,818	5	33,530	2
Georgia	45,535	1	32,709	2	26,638	4	18,861	10	21,132	6	35,153	1
Kentucky	39,448	8	29,429	10	24,640	10	21,433	2	12,682	11	31,950	8
Louisiana	37,201	11	29,756	9	25,113	8	19,106	8			28,595	13
Maryland	44,881	2	33,026	1	26,804	3	19,829	5	20,969	7	33,243	3
Mississippi	35,609	14	28,634	13	23,754	13	18,479	13	18,680	9	28,479	14
North Carolina	43,805	3	32,538	3	27,019	2	21,957	1	20,329	8	33,226	4
South Carolina	41,375	7	30,755	7	25,550	7	19,721	6	27,155	2	32,399	7
Tennessee	37,183	12	29,090	12	24,266	12	18,428	14	28,550	1	29,616	11
Texas	41,518	6	31,295	6	26,017	6	19,305	7			32,529	6
Virginia	43,182	4	31,667	4	26,325	5	20,119	3	21,821	4	32,643	5
West Virginia	35,997	13	29,345	11	23,397	14	18,650	12	17,183	10	29,058	12
SREB Region	41,002		30,945		25,776		19,306		21,146		31,898	
Oklahoma	37,621		28,731		24,115		17,550				29,926	

NOTES: Salaries are reported according to HEGIS definitions. Salaries reported as 11-12 month appointments have been converted to a 9-10 month basis by reducing the 11-12 month salaries by 2/11.

Texas: Average salary data as requested are not available. The data shown above for four-year institutions include average budgeted faculty salaries for both full-time and part-time faculty. The number and average salary shown for two-year institutions are for full-time faculty only in general academic programs--average salary data by ranks are not available.

West Virginia: These figures do not include a faculty salary supplement averaging approximately $700 annually for each full-time instructional faculty member.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 10

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC MASTER'S INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1984-85

	Professor		Assoc. Prof.		Ass't. Prof.		Instructor		Undes. Rank		All Ranks Avg.	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
Alabama	32,065	11	28,446	6	23,472	8	19,950	5			25,922	12
Arkansas	32,850	7	27,966	9	23,863	7	19,647	7	13,768	6	26,639	9
Florida	36,589	2	29,120	4	24,294	4	19,663	6	20,886	3	28,180	3
Georgia	33,918	6	28,228	8	23,238	10	18,457	10			26,999	6
Kentucky	32,132	10	26,982	12	22,629	12	18,529	9	17,081	5	26,551	11
Louisiana	32,006	12	28,249	7	23,933	6	20,285	3			26,709	8
Maryland	37,517	1	31,337	1	25,906	1	20,236	4	21,757	2	29,308	1
Mississippi	29,663	14	24,912	14	21,834	14	17,259	14			22,792	14
North Carolina	34,857	5	29,298	3	25,050	2	20,647	1	21,858	1	28,321	2
South Carolina	35,668	4	28,953	5	23,939	5	18,034	11			27,643	5
Tennessee	32,179	9	27,058	11	22,746	11	17,287	13			26,941	7
Texas	35,669	3	29,916	2	24,722	3	20,306	2			28,151	4
Virginia	32,747	8	27,712	10	23,269	9	19,335	8	20,175	4	26,606	10
West Virginia	29,984	13	25,909	13	21,885	13	17,936	12			25,287	13
SREB Region	33,721		28,552		23,881		19,465		20,626		27,222	
Oklahoma	33,320		30,256		27,179		22,159				28,441	

NOTES: Salaries are reported according to HEGIS definitions. Salaries reported as 11-12 month appointments have been converted to a 9-10 month basis by reducing the 11-12 month salaries by 2/11.

Texas: Average salary data as requested are not available. The data shown above for four-year institutions include average budgeted faculty salaries for both full-time and part-time faculty. The number and average salary shown for two-year institutions are for full-time faculty only in general academic programs--average salary data by ranks are not available.

West Virginia: These figures do not include a faculty salary supplement averaging approximately $700 annually for each full-time instructional faculty member.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 11

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC BACCALAUREATE INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1984-85

	Professor		Assoc. Prof.		Ass't. Prof.		Instructor		Undes. Rank		All Ranks Avg.	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
Alabama	32,275	5	28,799	4	24,912	3					28,828	1
Arkansas	28,874	9	24,497	9	22,054	9	18,914	6			23,471	9
Florida												
Georgia	37,606	2	30,527	2	26,044	1	20,600	3			27,869	3
Kentucky												
Louisiana	30,767	7	27,151	6	23,954	5	19,599	4			25,664	6
Maryland	35,528	3	29,486	3	22,299	7	18,622	7			26,624	5
Mississippi												
North Carolina	33,977	4	27,812	5	24,766	4	21,223	2	23,490	1	27,310	4
South Carolina	31,003	6	25,619	7	22,086	8	18,312	8	15,057	3	24,182	8
Tennessee												
Texas	38,097	1	31,270	1	25,618	2	22,949	1			28,708	2
Virginia	29,450	8	24,787	8	22,770	6	19,182	5			25,192	7
West Virginia	28,360	10	23,589	10	20,850	10	17,889	9	18,655	2	23,245	10
SREB Region	30,548		26,166		23,060		18,908		20,737		25,106	
Oklahoma	30,763		27,332		24,699		21,691				25,766	

NOTES: Salaries are reported according to HEGIS definitions. Salaries reported as 11-12 month appointments have been converted to a 9-10 month basis by reducing the 11-12 month salaries by 2/11.

Texas: Average salary data as requested are not available. The data shown above for four-year institutions include average budgeted faculty salaries for both full-time and part-time faculty. The number and average salary shown for two-year institutions are for full-time faculty only in general academic programs--average salary data by ranks are not available.

West Virginia: These figures do not include a faculty salary supplement averaging approximately $700 annually for each full-time instructional faculty member.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 12

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC TWO-YEAR INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1984-85

	Professor		Assoc. Prof.		Ass't. Prof.		Instructor		Undes. Rank		All Ranks Avg.	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
Alabama							25,275	1	26,635	2	26,104	3
Arkansas			27,526	3	23,554	4	19,130	8	17,873	9	18,056	14
Florida									25,923	3	25,923	4
Georgia	30,388	3	26,072	4	22,845	5	19,403	7	18,641	7	20,469	10
Kentucky	26,233	8	21,914	9	17,927	9	17,329	10	20,491	5	20,503	9
Louisiana	31,010	2	27,700	2	23,697	3	20,611	3			24,396	5
Maryland	35,454	1	30,009	1	23,910	2	19,529	6	16,618	10	28,744	2
Mississippi									19,417	6	19,417	13
North Carolina							19,819	4			19,819	12
South Carolina	28,990	4	25,199	6	26,733	1	21,019	2	20,590	4	21,182	8
Tennessee	28,588	5	24,677	7	22,077	6	19,749	5	17,933	8	22,937	7
Texas									28,832	1	28,832	1
Virginia	28,493	6	25,226	5	21,803	7	18,498	9	16,349	11	23,294	6
West Virginia	26,552	7	22,231	8	19,070	8	15,524	11	14,542	12	20,304	11
SREB Region	31,665		25,987		22,307		20,489		24,107		23,635	
Oklahoma							24,056				24,056	

NOTES: Salaries are reported according to HEGIS definitions. Salaries reported as 11-12 month appointments have been converted to a 9-10 month basis by reducing the 11-12 month salaries by 2/11.

Texas: Average salary data as requested are not available. The data shown above for four-year institutions include average budgeted faculty salaries for both full-time and part-time faculty. The number and average salary shown for two-year institutions are for full-time faculty only in general academic programs--average salary data by ranks are not available.

West Virginia: These figures do not include a faculty salary supplement averaging approximately $700 annually for each full-time instructional faculty member.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 13

AVERAGE ALL-RANKS FACULTY SALARIES
FOR SELECTED DISCIPLINES,
1984-85 AND PERCENT INCREASE, 1983 TO 1984
SELECTED SOUTHERN STATES

Discipline	Average Salary 1984-85	Percent Increase 1983-1984
Law	$49,456	4.4%
Business and Management	38,350	8.3
Engineering	38,340	8.5
Physical Sciences	36,208	7.7
Biological Sciences	35,070	8.4
Psychology	32,997	7.8
Mathematics	32,937	10.7
Agriculture	32,757	6.1
Social Sciences	32,264	6.5
Education	30,648	6.8
Foreign Languages	28,754	6.2
Letters	28,378	8.1
Home Economics	28,061	6.1
Fine and Applied Arts	27,581	8.2
All Disciplines	33,483	7.7

SOURCES: 1983-84 and 1984-85 Faculty Salary by Discipline, Office of Institutional Research, Oklahoma State University, 1984 and 1985.

Table 14

AVERAGE STATE SUPPORT OF FACULTY BENEFITS, AS A PERCENTAGE OF AVERAGE FACULTY SALARY, PUBLIC INSTITUTIONS, SREB STATES, 1983-84

	Social Security	Health Insurance	Retirement Plan	Accident & Sickness	Life Insurance	Long Term Disability	Other	Total	Average Faculty Salary	Average State-Supported Benefits	Average Faculty Compensation
Alabama	6.57	2.62	10.92[a]	.05	.31	.34	-	20.81	$27,694	$5,763	$33,457
Arkansas											
4-Year	7.00	4.00	7.60	-	.30	-	1.40[b]	20.20	24,771	5,004	29,775
Voc-Tech	6.70	4.00	13.86[c]	-	-	-	-	24.56	15,374	3,776	19,150
Florida											
4-Year	7.05	4.00	10.93[d]	-	.23	-	-	22.01	31,505	6,934	38,439
2-Year	6.07	3.70	11.10[d]	.30	.60	.10	-	21.87	24,327	5,320	29,647
Georgia	7.05	4.62	13.23[e]	-	.36	-	-	25.26	29,008	7,327	36,335
Kentucky	6.60	2.50	10.00[f]	.10	.20	.40	.50[g]	20.30	26,330	5,345	31,675
Louisiana	7.00[h]	2.00[h]	9.30	-	1.00[i]	-	-	19.30	25,898	4,998	30,896
Maryland	7.00	4.50[j]	(6.00)[k]	-	-	-	-	17.50	28,100	4,918	33,018
Mississippi											
4-Year	6.70	1.76	8.75[l]	-	.34	-	-	17.55	26,521	4,654	31,175
2-Year	6.88	3.25	8.75[l]	-	.25[m]	-	-	19.13	19,344	3,701	23,045
North Carolina											
4-Year	6.85	2.10	(8.00)[m]	-	.[o]	.[p]	-	16.95	27,375	4,640	32,015
2-Year	6.70	2.40	9.93[q]	-	-	-	-	19.03	23,096	4,395	27,491
South Carolina	7.50	$719	7.00[r]	-	.30[s]	-	-	17.80	25,253	4,495	29,748
Tennessee	6.90	3.80[t]	10.00[u]	-	.[t]	-	-	20.70	28,199	5,837	34,036
Texas	9.89[v]	2.77[w]	(7.80)[x]	-	-	-	-	20.46	30,278[y]	6,195	36,473
Virginia	6.53	4.41	10.65[z]	.34	-	-	-	21.93	25,965	5,694	31,859
West Virginia	6.85	9.10[*]	6.00[**]	.[*]	-	-	-	21.95	25,539	5,167	28,706

TABLE 14 CONTINUED

NOTES:

a. Alabama vests in 10 years.

b. Arkansas "Other" is for Workmen's and Unemployment Compensation (1%) and "Other" (0.4%).

c. Arkansas Teacher Retirement Plan vests in 10 years. Alternate Retirement System vests in 1 year.

d. Florida vests in 10 years.

e. Georgia vests in 10 years.

f. Kentucky vestment policy not uniform.

g. Kentucky "Other" is for unemployment compensation taxes.

h. Louisiana Social Security and Health Insurance contribution varies widely.

i. Louisiana Life Insurance contribution varies widely.

j. Maryland Health Insurance contribution varies from 4% to 5%.

k. Maryland has 3 options in retirement plans: TIAA (5.84%), Teachers Pension (6.25%) and Teachers Retirement (23.38%) which, however, is not available to new employees. The latter two provide disability and death benefits under certain circumstances. All vest in 5 years. The 6% shown above is an estimated average.

l. Mississippi vests in 10 years.

m. Some institutions in Mississippi include life insurance under "health insurance."

n. North Carolina has 2 retirement options: Teacher and State Employees Retirement System (TSERS) (10.88%) and TIAA/CREF (6.0%). Both vest in 5 years. The 8% shown above is an estimated average.

o. North Carolina TSERS provides a death benefit but no life insurance coverage per se.

p. The University of North Carolina provides long-term disability benefits under TSERS.

q. North Carolina 2-year institutions vest in 5 years.

r. South Carolina vests in 5 years.

s. South Carolina insurance is a pre-retirement death benefit.

t. Tennessee Group Life Insurance is included in the Health Insurance percentage.

u. Tennessee has a non-contributory retirement plan; the percentage shown does not include a 7.89% contribution for unfunded liability made for each employee under the old plan, which vests in 4 years. Current plan vests in 10 years.

v. Texas social security figure includes employer's contribution of 6.70% of first $37,800 of salary and payment by the State on behalf of the faculty member of 5.85% of the first $16,500 of salary.

w. Texas health insurance percentage combines all insurance.

x. Texas has two retirement options, the Teacher Retirement System (7.1%), vesting in 10 years, and the Optional Retirement System (8.5%), vesting in 1 year. The 7.8% figure shown above is an estimated average.

y. Texas salary figure is for 4-year institutions only.

z. Eighty percent of Virginia faculty are under the Virginia Supplemental Retirement System which vests after 5 years.

* West Virginia health insurance shown is for family coverage; single coverage amounts to 4.0%. This includes $10,000 of life insurance and double indemnity for accidental death and dismemberment.

** West Virginia retirement plans vests in 5 years.

SOURCE: SREB Survey, 1985.

HIGHER EDUCATIONAL ENROLLMENTS

Fall enrollments in the nation, according to early reports of the National Center for Education Statistics (NCES), dropped for the third straight year in the public sector in 1985 (for the second year in the private sector). SREB-State Data Exchange information for the SREB states reveals declines for almost all categories of public institutions in 1984, compared with fall 1983.

Table 17 reflects these general declines, except in some of the two-year categories where some gains are accounted for because non-collegiate postsecondary vocational education enrollment under state departments of education are reported for the first time in the states of Arkansas, Kentucky, and Georgia. Enrollment at the traditional community college or "Two-Year II" category institutions dropped 11 percent since the previous year. The decline in this category has brought an interesting response in one state--Virginia-- which is now experimenting with a reduction in tuition at two of its community colleges in order to test the effect of lowered student charges on college attendance.

Table 15

FULL-TIME-EQUIVALENT UNDERGRADUATE, COLLEGIATE ENROLLMENT,
PUBLIC INSTITUTIONS, SREB STATES, FALL 1984

	Doctoral			Master's		Bacca-	Two-Year				Special-	
	I	II	III	I	II	laureate	I	II	III	IV	ized	Total
Alabama	17,319	11,636	18,879	8,883	17,203	887	0	29,217	0	0	0	104,024
Arkansas	10,904	0	0	17,397	6,837	3,942	732	7,247	0	0	0	47,059
Florida	38,067	15,396	14,471	13,589	4,392	0	0	116,116	0	0	0	202,031
Georgia	19,032	20,411	0	0	35,282	4,409	12,401	3,884	0	0	3,089	98,508
Kentucky	13,736	9,965	0	25,498	11,407	0	14,453	0	0	0	0	75,059
Louisiana	22,553	0	44,791	0	34,930	2,418	8,203	0	0	0	0	112,893
Maryland	27,386	0	9,881	0	23,200	1,261	0	49,612	0	0	0	111,341
Mississippi	0	24,975	6,996	0	5,714	0	0	27,204	0	0	0	64,889
North Carolina	30,380	6,450	11,449	29,168	8,458	5,578	0	57,824	0	0	649	149,955
South Carolina	13,499	11,049	0	0	18,724	5,430	2,319	26,146	0	0	0	77,167
Tennessee	17,837	13,298	28,418	0	13,490	0	0	28,320	0	0	412	101,775
Texas	108,434	10,066	65,060	47,089	11,760	5,056	0	107,231	0	0	0	354,697
Virginia	30,212	15,968	18,930	8,836	20,878	3,455	639	50,490	1,872	0	1,565	152,844
West Virginia	13,590	0	0	7,260	2,831	17,223	0	5,502	0	0	0	46,406
SREB Region	362,948	139,214	218,874	157,719	215,106	49,659	38,747	508,794	1,872	0	5,715	1,698,647
Oklahoma	30,204			21,527	1,238	6,690		30,185				89,844

SOURCE: SREB-State Data Exchange, 1984-85.

Table 16

FULL-TIME-EQUIVALENT GRADUATE ENROLLMENT, PUBLIC INSTITUTIONS, SREB STATES, FALL 1984

	Doctoral			Master's		Special-	
	I	II	III	I	II	ized	Total
Alabama	855	1,954	2,118	624	1,366	0	6,917
Arkansas	1,942	0	0	1,490	292	0	3,724
Florida	8,308	2,506	1,894	2,219	141	0	15,068
Georgia	5,267	5,754	0	0	2,759	0	13,781
Kentucky	2,224	1,878	0	1,956	1,257	0	7,315
Louisiana	3,127	0	4,377	0	2,610	840	10,955
Maryland	3,229	0	562	0	2,665	0	6,456
Mississippi	0	3,380	775	0	126	0	4,281
North Carolina	5,061	1,359	1,042	2,581	318	17	10,377
South Carolina	4,413	1,187	0	0	1,010	0	6,610
Tennessee	3,788	2,562	2,203	0	999	1,794	11,346
Texas	24,723	4,471	6,070	4,593	1,519	0	41,376
Virginia	9,273	3,778	3,622	496	836	0	18,005
West Virginia	2,674	0	0	1,691	20	0	4,385
SREB Region	74,885	28,829	22,661	15,649	15,920	2,651	160,595
Oklahoma	5,494			2,968	117		8,579

NOTE: Full-time-equivalent enrollments were calculated according to the following formulas: undergraduate enrollment = undergraduate credit hours/15; graduate enrollment = graduate credit hours/12; and non-collegiate credit enrollment = non-collegiate clock or contact hours divided by a factor specified by respondent/15.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 17

FULL-TIME-EQUIVALENT UNDERGRADUATE, GRADUATE, AND NON-COLLEGIATE ENROLLMENT, PUBLIC INSTITUTIONS, SREB STATES, FALL 1984

	Doctoral			Master's		Bacca-	Two-Year				Special-	
	I	II	III	I	II	laureate	I	II	III	IV	ized	Total
Alabama	18,174	13,590	20,997	9,506	18,569	887	0	29,217	0	15,588	0	126,528
Arkansas	12,846	0	0	18,887	7,129	3,942	732	7,247	0	5,286	0	56,069
Florida	46,374	17,903	16,365	15,808	4,533	0	0	143,582	0	0	0	244,565
Georgia	24,299	26,165	0	0	38,041	4,409	12,401	4,881	16,474	0	3,089	129,759
Kentucky	15,960	11,843	0	27,454	12,665	0	14,453	0	0	8,555	0	90,929
Louisiana	25,680	0	49,168	0	37,540	2,418	8,203	0	0	0	840	123,848
Maryland	30,615	0	10,443	0	25,866	1,261	0	49,612	0	0	0	117,797
Mississippi	0	28,355	7,771	0	5,840	0	0	31,764	0	0	0	73,730
North Carolina	35,441	7,808	12,490	31,749	8,776	5,578	0	71,297	0	0	666	173,805
South Carolina	17,912	12,236	0	0	19,735	5,430	2,319	26,146	0	0	0	83,777
Tennessee	21,625	15,860	30,620	0	14,489	0	0	28,320	0	5,541	2,206	118,662
Texas	133,157	14,537	71,129	51,682	13,279	5,056	0	159,960	0	0	0	448,801
Virginia	39,485	19,746	22,551	9,332	21,715	3,455	639	50,490	1,872	0	1,565	170,850
West Virginia	16,264	0	0	8,951	2,851	17,223	0	5,502	0	0	0	50,791
SREB Region	437,833	168,042	241,535	173,368	231,026	49,659	38,747	608,018	18,346	34,970	8,366	2,009,911
Oklahoma	35,698			24,495	1,355			30,185				91,733

NOTE: Full-time-equivalent enrollments were calculated according to the following formulas: undergraduate enrollment = undergraduate credit hours/15; graduate enrollment = graduate credit hours/12; and non-collegiate credit enrollment = non-collegiate clock or contact hours divided by a factor specified by respondent/15.

SOURCE: SREB-State Data Exchange, 1984-85.

DEGREES AWARDED

The information on degrees which has appeared in previous editions of this report was digested from SREB analyses based on national surveys of the National Center for Education Statistics (NCES). The degree data tables provided in this edition show only regional data gathered by the SREB-State Data Exchange. While lacking national comparisons, they are more timely than what is presently available from NCES.

Enrollment data provide indications regarding short-term trends in the vitality of higher education. Degree information, in the long term, offers a picture of the gradually changing role of the colleges and universities. In 1950, for instance, there were only eight public universities in the region which had by then awarded a total of 100 or more doctoral degrees. Today, SREB provides information based on classification of the major universities of the region in three groups according to their annual production of doctorates--100 or more, at least 30 or more, and one or more. Even more significant than the number of degrees is the diversity of disciplines over which the degrees are distributed. Similarly, master's degree level institutions are here classified by the number and diversity of their degree awards. Two-year institutions are classified in four groups, depending on the mix of associate degrees, diplomas and certificates, and program completions.

While in recent years efforts have been made to identify measurements of the educational outcomes of higher education, there has always existed in academe a pecking order of educational outcomes according to the value ascribed to the respective degrees awarded by the various categories of institutions.

The leveling off which has recently been noted in enrollments was matched in 1982-83 by a leveling in degrees awarded at the bachelor's and master's levels, but the longer time requirements to complete advanced degrees are reflected in continuing increases of doctoral degrees and first professional degrees in the fields of medicine and veterinary medicine. Dental degrees, however, have already fallen off throughout the region.

Table 18

DEGREES AWARDED BY DOCTORAL I PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Asso-ciate	Bacca-laureate	Master's	Doctoral	Law	Medicine	Den-tistry	Vet Med.	Other	Total
Alabama	0	3,136	391	90	0	0	0	112	7	3,736
Arkansas	63	1,747	652	127	116	0	0	0	0	2,705
Florida	1,622	8,399	1,891	567	452	117	63	81	7	13,199
Georgia	0	3,513	1,244	270	211	0	0	88	7	5,333
Kentucky	0	2,803	775	153	150	107	55	0	14	4,057
Louisiana	0	3,227	777	144	0	0	0	76	40	4,264
Maryland	0	5,131	1,036	387	0	0	0	0	4	6,558
Mississippi	0	0	0	0	0	0	0	0	0	0
North Carolina	115	6,250	1,804	494	225	147	82	0	9	9,126
South Carolina	330	3,124	1,319	138	237	38	0	0	0	5,186
Tennessee	0	3,571	1,047	222	193	0	0	0	28	5,061
Texas	0	20,580	5,446	1,169	1,077	31	0	138	111	28,552
Virginia	0	6,557	2,102	461	392	137	0	62	0	9,711
West Virginia	0	2,700	1,219	113	119	85	52	0	0	4,288
SREB Region	2,130	70,738	19,703	4,335	3,172	662	252	557	227	101,776
Oklahoma	88	6,082	1,728	410	219	174	61	63	0	8,825

NOTES: Louisiana, Maryland, and Tennessee: "Other" reflects Specialist degrees in Education.
Alabama, Florida, Georgia, Kentucky, and North Carolina: "Other" reflects Doctorates in Pharmacy.
Texas: "Other" reflects 18 Pharmacy and 93 Optometry.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 19

DEGREES AWARDED BY DOCTORAL II PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Asso-ciate	Bacca-laureate	Master's	Doctoral	Law	Medicine	Den-tistry	Vet Med.	Other	Total
Alabama	0	2,510	546	119	167	0	0	0	0	3,342
Arkansas	0	0	0	0	0	0	0	0	0	0
Florida	378	3,647	812	54	0	92	0	0	0	4,983
Georgia	51	3,856	2,214	182	0	0	0	0	0	6,303
Kentucky	276	1,441	775	40	133	132	62	0	0	2,859
Louisiana	0	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	0	0	0	0
Mississippi	0	5,574	1,460	289	148	0	0	29	0	7,500
North Carolina	0	1,360	492	78	0	0	0	0	0	1,930
South Carolina	0	1,867	517	49	0	0	0	0	0	2,433
Tennessee	0	1,618	707	59	151	0	0	0	4	2,539
Texas	0	2,708	1,591	205	0	0	0	0	0	4,504
Virginia	25	2,969	970	113	175	165	107	0	0	4,524
West Virginia	0	0	0	0	0	0	0	0	0	0
SREB Region	730	27,550	10,084	1,188	774	389	169	29	4	40,917
Oklahoma	0	0	0	0	0	0	0	0	0	0

NOTE: Tennessee: "Other" reflects Specialist degrees in Education.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 20

DEGREES AWARDED BY DOCTORAL III PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Asso-ciate	Bacca-laureate	Master's	Doctoral	Law	Medicine	Den-tistry	Vet Med.	Other	Total
Alabama	0	2,959	985	57	0	225	58	0	36	4,320
Arkansas	0	0	0	0	0	0	0	0	0	0
Florida	0	1,463	311	24	0	0	0	0	0	1,798
Georgia	0	0	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0	0	0	0
Louisiana	645	5,716	1,431	54	0	0	0	0	28	7,874
Maryland	0	1,414	179	12	0	0	0	0	0	1,605
Mississippi	0	647	189	5	0	0	0	0	0	841
North Carolina	0	1,887	603	1	0	42	0	0	0	2,533
South Carolina	0	0	0	0	0	0	0	0	0	0
Tennessee	359	4,014	1,035	36	0	57	0	0	57	5,558
Texas	531	8,924	2,418	69	69	0	0	0	0	12,011
Virginia	0	3,247	941	25	153	0	0	0	0	4,366
West Virginia	0	0	0	0	0	0	0	0	0	0
SREB Region	1,535	30,271	8,092	283	222	324	58	0	121	40,906
Oklahoma	0	0	0	0	0	0	0	0	0	0

NOTES: Louisiana and Tennessee: "Other" reflects Specialist degrees in Education.
Alabama: "Other" reflects Optometry.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 21

DEGREES AWARDED BY MASTER'S I PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Asso-ciate	Bacca-laureate	Master's	Law	Medicine	Den-tistry	Vet Med.	Other	Total
Alabama	1	981	447	0	0	0	0	0	1,429
Arkansas	227	2,360	573	94	0	0	0	0	3,254
Florida	395	5,716	1,240	0	0	0	0	0	7,351
Georgia	0	0	0	0	0	0	0	0	0
Kentucky	705	3,812	1,014	0	0	0	0	0	5,531
Louisiana	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	0	0	0
Mississippi	0	0	0	0	0	0	0	0	0
North Carolina	0	5,351	1,407	70	0	0	0	0	6,828
South Carolina	0	0	0	0	0	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0	0
Texas	102	7,682	2,651	0	0	0	0	0	10,435
Virginia	0	1,841	243	0	0	0	0	0	2,084
West Virginia	232	1,007	682	0	36	0	0	0	1,957
SREB Region	1,662	28,750	8,257	164	36	0	0	0	38,869
Oklahoma	0	3,614	1,283	0	0	0	0	0	4,897

SOURCE: SREB-State Data Exchange, 1984-85.

Table 22

DEGREES AWARDED BY MASTER'S II PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Associate	Baccalaureate	Master's	Law	Medicine	Dentistry	Vet Med.	Other	Total
Alabama	251	3,258	1,016	0	0	0	0	0	4,525
Arkansas	93	980	122	0	0	0	0	0	1,195
Florida	11	542	47	0	0	0	0	2	602
Georgia	459	4,645	1,671	0	0	0	0	0	6,775
Kentucky	672	1,333	513	110	0	0	0	0	2,628
Louisiana	629	3,741	842	96	0	0	0	42	5,350
Maryland	0	2,336	950	249	0	0	0	49	3,584
Mississippi	66	1,294	194	0	0	0	0	0	1,554
North Carolina	61	1,316	118	0	0	0	0	0	1,495
South Carolina	45	2,762	699	0	0	0	0	0	3,506
Tennessee	120	1,996	350	0	0	0	0	1	2,467
Texas	195	2,395	660	0	0	0	0	0	3,250
Virginia	65	3,084	509	0	0	0	0	0	3,658
West Virginia	213	376	8	0	0	0	0	0	597
SREB Region	2,880	30,058	7,699	455	0	0	0	94	41,186
Oklahoma	0	180	49	0	0	0	0	0	229

NOTES: Louisiana and Tennessee: "Other" reflects Specialist degrees in Education.
Florida: "Other" reflects Doctorates in Pharmacy.
Maryland: "Other" refects 29 upper division certificates/20 post-baccalaureate certificates.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 23

DEGREES AND OTHER COMPLETIONS AWARDED BY BACCALAUREATE AND TWO-YEAR PUBLIC INSTITUTIONS, SREB STATES, 1983-84

	Bachelor's Institutions			Two-Year Institutions				
	Associate	Baccalaureate	Total	Two-Year I	Two-Year II	Two-Year III	Two-Year IV	Total
Alabama	0	319	319	0	3,768	0	0	3,768
Arkansas	40	512	552	78	1,148	0	3,745	4,971
Florida	0	0	0	0	25,412	0	0	25,412
Georgia	153	377	530	1,998	667	10,334	0	12,999
Kentucky	0	0	0	2,617	0	0	5,419	8,036
Louisiana	35	400	435	892	0	0	0	892
Maryland	0	196	196	0	8,388	0	0	8,388
Mississippi	0	0	0	0	3,793	0	0	3,793
North Carolina	0	735	735	0	15,533	0	0	15,533
South Carolina	177	699	876	361	3,786	0	0	4,147
Tennessee	0	0	0	0	4,542	0	0	4,542
Texas	0	436	436	0	7,799	0	0	7,799
Virginia	0	572	572	155	6,328	196	0	6,679
West Virginia	751	2,415	3,166	0	811	0	0	811
SREB Region	1,156	6,661	7,817	6,101	81,975	10,530	9,164	107,770
Oklahoma	0	0	0	0	4,907	0	0	4,907

NOTES: Georgia Two-Year III reflects graduates/completers at vocational/technical institutions.
Kentucky Two-Year IV reflects certificates at vocational/technical institutions.
Maryland Two-Year II reflects 6,856 associate degrees and 1,532 lower-level certificates.
North Carolina Two-Year II reflects associates degrees in addition to 851 "Less than 1 year" certificates and 5,250 "1 year but less than 4 year" certificates.
Oklahoma reflects 4,502 associate degrees and 405 certificates at Two-Year II institutions.

SOURCE: SREB-State Data Exchange, 1984-85.

Table 24

DEGREES AWARDED BY SPECIALIZED PUBLIC INSTITUTIONS,
SREB STATES, 1983-84

	Asso-ciate	Bacca-laureate	Master's	Doctoral	Law	Medicine	Den-tistry	Vet Med.	Other	Total
Alabama	0	0	0	0	0	0	0	0	0	0
Arkansas	24	257	35	2	0	132	0	0	0	450
Florida	0	0	0	0	0	0	0	0	0	0
Georgia	147	658	54	6	0	178	66	0	0	1,109
Kentucky	0	0	0	0	0	0	0	0	0	0
Louisiana	89	241	82	15	224	274	106	0	0	1,031
Maryland	0	510	333	17	231	168	121	0	80	1,460
Mississippi	0	0	0	0	0	0	0	0	0	0
North Carolina	0	75	0	0	0	0	0	0	0	75
South Carolina	0	274	40	15	0	154	54	0	12	549
Tennessee	0	283	33	10	0	191	103	54	15	689
Texas	0	773	234	105	0	936	247	0	0	2,295
Virginia	0	271	0	0	0	0	0	0	0	271
West Virginia	0	0	0	0	0	56	0	0	0	56
SREB Region	260	3,342	811	170	455	2,089	697	54	107	7,985
Oklahoma	0	0	0	0	0	1	0	0	0	1

NOTES: Maryland: "Other" reflects 5 Pharmacy D., and 75 First Professional certificates.
South Carolina and Tennessee: "Other" reflects Pharmacy D.

SOURCE: SREB-State Data Exchange, 1984-85.

HEALTH PROFESSIONS EDUCATION

Health professions education represents one of the major challenges for state policymakers. Since 1960, the South has increased the number of programs that prepare various health professionals to the point that the region is now producing twice as many practitioners as it did then. In addition, the South is now attracting practitioners from other regions of the country and students who have gone abroad to study. Recent data show that the region has an in-migration equivalent to the graduates of 10 average-sized medical schools each year. In addition, the region is retaining a higher proportion of its own graduates than it did in earlier years. While the South started from farther behind, projections indicate that there will soon be a more than adequate supply of health professionals for the region as a whole.

However, there are major stresses facing the health professions education system because of a) competition resulting from the larger supply of professionals, and b) cost containment pressures from business and government.

a) There are already signs of surpluses, as physicians, hospitals, and other providers of health care have begun to aggressively market their services. Young practitioners are finding it more difficult to set up practices and make an adequate income. Already, enrollments are declining in most of the health professions schools. These declines are

marked in dentistry and some of the hospital-based allied health professions, while they are still relatively mild in most of the other fields. However, the total numbers of applicants for health professions education are down in virtually all of the professions.

Despite increases in the overall supply of health manpower, serious problems in distribution of professionals continue according to geographic, subspecialty, and public service areas of need, and the problems of minority recruitment and retention are especially difficult--particularly for the major professions. Single strategies to correct distribution problems have a poor record of success, but those states which have been able to mount concerted actions have been fairly successful in influencing practitioners toward areas of need.

b) The cost containment pressures from business and government (Medicare and Medicaid) are limiting payments to the cost of direct patient care and excluding payments for the clinical education of physicians, nurses, and other health professionals. Together with the escalating volume of indigent medical care which is traditionally provided by teaching hospitals, these changes will force cutbacks in the educational programs or require that state governments and the teaching centers find other sources of funds to cover the losses.

Another problem area facing many academic health centers is the operation of their university teaching hospitals. Because state governments have been restricted in their ability to fund necessary renovations and new equipment, the academic health centers are being forced to consider divestiture of their hospitals by lease or sale to private, for-profit hospital chains that have more flexibility and greater access to capital markets. No one knows what will be the long-term effects of these arrangements on the teaching programs, on the provision of highly specialized care, or on the indigent medical care that has traditionally been provided by these hospitals.

With all of the shifts in the manpower supply picture, and the changes in federal and private funding for health professions education, it is essential that each state analyze the whole range of its health manpower trends and needs and modify its policies accordingly.

Table 25

COMPARISON OF NUMBERS OF NEW ENTRANTS TO MEDICAL SCHOOLS, 1982-83 AND 1983-84 UNITED STATES AND SREB STATES

	1982-83	1983-84	Change
United States	16,567	16,480	-87
SREB States	5,075	5,060	-15
South as a Percent of U.S.	30.6	30.7	
Alabama	216	215	-1
Arkansas	135	134	-1
Florida	345	350	+5
Georgia	347	346	-1
Kentucky	220	217	-3
Louisiana	423	424	+1
Maryland*	295	274	-21
Mississippi	150	135	-15
North Carolina	447	446	-1
Oklahoma	225	223	-2
South Carolina	205	220	+15
Tennessee	413	415	+2
Texas	1,114	1,123	+9
Virginia	403	403	0
West Virginia	137	135	-2

*Excludes the Uniformed Services University

SOURCE: American Medical Association, "84th Annual Report on Medical Education in the United States, 1983-84," JAMA, 252, September. 1984.

Table 26

NUMBER OF GRADUATE EDUCATION MEDICAL PROGRAMS AND RESIDENTS
ON DUTY ON SEPTEMBER 1 OF 1978 AND 1983,
AND PERCENT CHANGE
UNITED STATES AND SREB STATES

	1978		1983		Percent Change 1978-1983	
	Programs	Residents	Programs	Residents	Programs	Residents
United States	4,630	63,163	4,759	72,397	2.8%	14.6%
SREB States	1,192	15,757	1,238	18,318	3.9	16.3
South as a Percent of U.S.	25.7	24.9	26.0	25.3	-	-
Alabama	57	664	58	796	1.8	19.9
Arkansas	24	259	26	362	8.3	39.8
Florida	106	1,558	108	1,810	1.9	16.2
Georgia	71	1,045	77	1,158	8.5	10.8
Kentucky	46	622	47	652	2.2	4.8
Louisiana	80	1,034	84	1,376	5.0	33.1
Maryland	136	1,741	133	1,738	-2.2	-
Mississippi	21	265	22	362	4.8	36.6
North Carolina	99	1,306	105	1,520	6.1	16.4
Oklahoma	40	486	45	652	-7.1	34.2
South Carolina	45	595	52	652	15.6	9.6
Tennessee	91	1,199	88	1,231	-3.3	2.7
Texas	238	3,372	258	4,127	8.4	22.4
Virginia	96	1,270	96	1,448	0.0	14.0
West Virginia	42	341	39	434	-7.1	27.3

SOURCES: American Medical Association "Medical Education in the United States", JAMA, 243, March 1980, and 252 September 1984.

Table 27

TUITION AND FEES CHARGED BY MEDICAL SCHOOLS FOR 1984-85
SREB STATES

State	Medical School	Student Fees	Tuition Resident	Tuition Non-Resident
Alabama	University of Alabama	$1,094	$2,904	$11,616
	University of South Alabama	708	3,600	7,200
Arkansas	University of Arkansas	350	3,500	7,000
Florida	University of Florida	NI	2,674	6,082
	University of South Florida	93	2,591	5,999
	University of Miami*	50	10,491	10,491
Georgia	Emory University*	223	10,450	10,450
	Mercer University*	197	10,500	10,500
	Morehouse School of Medicine*	845	9,000	9,000
	Medical College of Georgia	171	2,715	8,142
Kentucky	University of Kentucky	358	3,180	7,169
	University of Louisville	95	3,096	7,085
Louisiana	Louisiana State University-New Orleans	120	2,400	NA
	Louisiana State University-Shreveport	NI	2,200	NA
	Tulane University	NI	9,720	14,520
Maryland	Johns Hopkins University*	1,800	10,300	10,300
	University of Maryland	600	4,816	9,630
Mississippi	University of Mississippi	61	5,000	9,000
North Carolina	Bowman Gray School of Medicine*	-0-	8,400	8,400
	Duke University*	565	9,180	9,180
	University of North Carolina	307	1,070	3,826
	East Carolina University	336	1,070	3,826
Oklahoma	University of Oklahoma	122	2,296	5,751
South Carolina	Medical University of South Carolina	NI	3,300	6,600
	University of South Carolina	NI	3,000	6,000
Tennessee	Meharry Medical College*	825	9,500	9,500
	Vanderbilt University*	300	9,500	9,500
	University of Tennessee	-0-	4,350	6,903
	East Tennessee State University	312	4,266	6,820

Table 27 (continued)

Texas	Baylor College of Medicine*	461	400	8,400
	University of Texas-San Antonio	204	300	900
	University of Texas-Southwestern	237	300	900
	University of Texas-Galveston	629	400	1,200
	University of Texas-Houston	255	300	900
	Texas Tech University	424	300	900
	Texas A&M University	650	300	900
Virginia	Eastern Virginia Medical School*	420	10,000	14,000
	University of Virginia	48	4,870	9,690
	Medical College of Virginia	282	4,900	9,100
West Virginia	University of West Virginia	-0-	2,090	4,790
	Marshall University	262	1,690	4,300

NOTES: All figures rounded to nearest dollar; where no fees are listed these are usually included with the tuition.
"NI" indicates that no information was available.
"NA" indicates that these schools do not accept out-of-state students.

* indicates private medical schools.

SOURCE: Unpublished data from the Association of American Medical Colleges.

EDUCATIONAL QUALITY

For a number of years, both regionally and nationally, there has been a mounting concern about educational quality. This is reflected in the many studies and calls for action, as well as in grassroots sentiment--as revealed in the public press.

The beginnings of this new wave of concern about quality were largely associated with the widespread realization of the more than decade-long plunge of SAT scores, which reached national attention by the late 1970s. Thus, the problem focuses to a large extent on elementary and secondary school preparation, and particularly on the college-bound high school graduate. High school graduation requirements tend to mirror college admission requirements, and the educational quality problem is seen to cut across all sectors--elementary, secondary, and postsecondary. Colleges and universities influence the curriculum of the schools by establishing expectations. Also, they are the source of the teaching and administrative personnel who operate the schools.

Governors and legislators, who had generally tended to view K-12 education and postsecondary education as separate categories, are increasingly dealing with the schools and colleges of their states as an interconnected whole. The following tables, which are mostly selected from activities associated with SREB's Commission for Educational Quality, illustrate kinds of educational changes which are being brought about because of the increased concern about educational quality at all levels.

Table 28

STUDENT TESTING IN GRADES 9-12
IN THE SREB STATES

	Tests	Subjects Tested	Grade Level Given	Required for High School Graduation
Alabama	Alabama Basic Competencies Test (state developed)	reading, language, mathematics, writing	9	
	Stanford Achievement Tests (nationally normed)	reading, language, mathematics, listening	10	
	Alabama High School Graduation Exam (state developed)	reading, language, mathematics	11 (fall); three additional opportunities	yes
Arkansas	Science Research Associates Achievement Series (SRA) (nationally normed)	basic subjects	10	
Florida	State Student Assessment Test - Part I (state developed)	basic skills (reading, writing, mathematics)	10	
	State Student Assessment Test - Part II (state developed)	application of basic skills (reading, writing, mathematics)	10 (after May 15); 11 - twice; 12 - twice	yes
Georgia	Tests of Academic Progress (TAP) (nationally normed)	composition, reading, mathematics, use of information	10	
	Georgia Basic Skills Test (state developed)	reading, mathematics, problem-solving	10 (spring); five additional opportunities	yes
Kentucky	Comprehensive Tests of Basic Skills (CTBS)	reading, writing, spelling, mathematics, reference skills	10	
	Test of Cognitive Skills (nationally normed)	reading, writing, spelling, mathematics, reference skills	10	
Louisiana	Louisiana State Assessments (state developed)	reading, writing, mathematics	10	
	Louisiana Basic Skills Testing Program is being phased in (state developed)	language arts, mathematics	9-12 by 1992	
Maryland	Maryland Functional Tests of Reading, Writing, Mathematics, and Citizenship (state developed)	reading (currently in effect), writing, mathematics, citizenship (effective with Class of 1987)	9 (first time); two opportunities each year	yes
Mississippi	Minimum Competency Test (state developed)	reading, writing, mathematics	11	to be implemented
North Carolina	North Carolina Competency Test (state developed)	reading, mathematics (currently in effect), writing (effective with Class of 1987)	10 (first time); at least five opportunities before end of senior year	yes
Oklahoma	Nationally-normed Standardized Test (to be implemented)	reading, language arts, science, mathematics, communications, citizenship	10	
South Carolina	Comprehensive Tests of Basic Skills (CTBS) (nationally normed)	reading, spelling, language, mathematics, social studies, science, reference skills	10	
	Basic Skills Examination (state developed)	basic skills	10 (first time); with additional opportunities	yes (effective with Class of 1990)
Tennessee	Tennessee Proficiency Test (state developed)	reading, language, spelling, mathematics	9 (first time); four additional opportunities	yes
Texas	Texas Assessment of Basic Skills (state developed)	reading, writing, mathematics	9 (first time); yearly opportunities through 12	yes (effective with Class of 1987)
Virginia	Standards Of Learning Assessment Program (state developed)	language arts, mathematics, science, social studies, health, physical education, art, music, foreign language	9-12	
	Science Research Associates Achievement Series (SRA) (nationally normed)	reading, language arts, science, mathematics, social studies	11	
	Minimum Competency Tests (state developed)	reading, mathematics	10 (first time); yearly opportunities through 12	yes
West Virginia	Writing Assessment (state developed)	one written essay	9, 11	
	Comprehensive Tests of Basic Skills (CTBS) and Cognitive Abilities Test (COGAT) (nationally normed)	reading, language, mathematics, reference skills, social studies, science, verbal and non-verbal abilities	9, 11	

SOURCE: Compiled by the Southern Regional Education Board with information from the State Boards of Education, August 1985.

Table 29

HIGH SCHOOL GRADUATION REQUIREMENTS
IN THE SREB STATES

	English	Math	Science	Social Studies	Physical Education/ Health	Other Required Courses	Minimum Credits Required	Comments
Alabama Class of 1989	4	2	2 (one lab)	3	1 1/2		22	Must become knowledgeable of computers through related coursework . . . Must pass High School Graduation Exam (currently in effect)
Arkansas Class of 1987	4	two of one; three of other		3	1	1/2 credit in Fine Arts	20	Practical Arts may be substituted for one of the required Social Studies
Florida (a) Class of 1987	4	3	3 (two labs)	3	1	1/2 credit each in Fine Arts and Voc Ed	24	1.5 GPA in required courses . . . must pass State Student Assessment Test (currently in effect)
Georgia Currently in effect	4	2	2	3	1	1 credit in Voc Ed, Fine Arts, or Computer Tech	21	Must pass Basic Skills Test
Kentucky Class of 1987	4	3	2	2	1	1 credit from Math, Science, Language Arts, Social Studies, or Voc Ed	20	
Louisiana Class of 1989	4	3	3	3	2	1/2 credit each in Computer Literacy and Free Enterprise	23	1.5 cumulative GPA
Maryland Class of 1989	4	3	2	3	1	1 credit each in Fine Arts; Computers, Home Ec, Voc Ed, or Ind Arts/Tech Ed	20	Must pass Maryland Functional Skills Tests (currently in effect)
Mississippi Class of 1989	4	2	2 (one lab)	2	1		18	Competency testing to be required
North Carolina Class of 1987	4	2	2 (one lab)	2	1		20	Must pass competency tests (currently in effect)
Oklahoma Class of 1987	4	2	2	2	0		20	
South Carolina (b) Class of 1987	4	3	2	3	1		20	Basic Skills Examination to be required in 1990
Tennessee Class of 1987	4	2	2	1 1/2	1 1/2		20	Must pass Proficiency Test (currently in effect)
Texas Class of 1988	4	3	2	2 1/2	2	1/2 credit in Economics	21	Assessment of Basic Skills to be required for the Class of 1987
Virginia (c) Class of 1989	4	two of one; three of other (two labs)		3	2		20	Must pass Basic Skills Tests (currently in effect)
West Virginia Class of 1989	4	2	2	3	2	1 credit from Fine Arts, Voc Ed, or Foreign Language	21	

(a) Florida students in vocational programs may substitute certain vocational courses to satisfy up to one of the required credits in each of the following areas: English, math, and science.

(b) South Carolina students in vocational programs may substitute certain vocational courses for one of the math and one of the sciences requirements.

(c) Virginia students in vocational programs may substitute certain vocational courses to satisfy one of the math and one of the science requirements.

SOURCE: Compiled by the Southern Regional Education Board with information from the State Departments of Education, August 1985.

Table 30

UNITS OF HIGH SCHOOL WORK RECOMMENDED OR REQUIRED
FOR COLLEGE ADMISSIONS
IN THE SREB STATES

	English	Math	Science	Social Studies	Foreign Language	Comments
Arkansas Recommended to be phased in by 1990	4	2	2	3	2	1/2 unit of computer science is also required. Foreign language must be in one language.
Florida Effective Fall, 1987	4	3	3	3	2	Two additional electives within the college preparatory areas are required.
Georgia Effective Fall, 1988	4	3	3	3	2	The following courses are strongly recommended: fine arts, one additional lab course in science, a third course in foreign language or study in a second foreign language, trigonometry, computer technology, typing, and physical and health education.
Kentucky Effective Fall, 1987	4	3	2	2		One additional unit each in math and science, study in a foreign language, fine arts, and computer science are also recommended. Kentucky's universities may exempt up to 20 percent of the freshman class from the requirements.
Louisiana Currently in effect	4	3	3	3	3	1/2 unit of Free Enterprise required. Two units of physical education, one unit of fine arts, and one unit of typing are also recommended. Specifies the recommended content for each course and suggests the competencies students should demonstrate. Comprehensive semester exams are also recommended, using the Preliminary Scholastic Aptitude Test (PSAT) for diagnosing academic preparation.
Maryland Effective Fall, 1988	4	3	2	3		A small percentage of students may be admitted to Maryland's universities who are not prepared for college work, however no college credit is awarded for remedial work. The University of Maryland has raised its requirements to four units of English, three units of math, two units of lab science and three units of social studies. Two years of foreign language and one additional math course are also recommended.
Mississippi Effective Fall, 1986	4	3	3	2 1/2	2	Additional units in foreign language, one unit of computer science, and typing are also recommended.
North Carolina Effective Fall, 1988	4	3	3	2		Two units of foreign language are recommended, and one math course should be taken in the 12th grade.
Oklahoma Effective Fall, 1988	4	3	2	2		Two units of foreign language and two units from the following are recommended: computer science, speech, economics, geography, government, psychology, or sociology. Comprehensive universities require a 17 on the ACT, while all other universities require a 14 on the ACT.
South Carolina Effective Fall, 1987	4	3	2	3	2	One additional unit of math or computer science or a combination of these; or one unit of world history or international relations is required.
University of Tennessee Effective Fall, 1989	4	3	2	2	2	The Tennessee Higher Education Commission has recommended a similar program for college-bound high school students statewide.
West Virginia Under consideration: Effective Fall, 1990	4	2	2	3		Two units in foreign languages are recommended.

NOTES: With the exception of Tennessee, these admissions standards reflect the recommendations of each of the state's respective Boards of Higher Education.
Required courses are generally specified.

SOURCE: Compiled by the Southern Regional Education Board with information from the State Boards of Higher Education, August 1985.

Table 31

STANDARDS FOR TEACHERS IN THE SREB STATES

	Minimum Requirements for Admission to Teacher Education Programs	Test Before Certification	Performance Assessment of Beginning Teachers
Alabama	ACT score of 16 (SAT 745); 1.2 GPA/3.0 scale (2.2 GPA/4.0 scale); Passing score (70+) on the Alabama English Language Proficiency Test	Alabama Teacher Certification Test -- subject area and professional studies	Performance assessment during probationary period (part of proposed Career Ladder Plan)
Arkansas	Recommendation by State Board: NTE Core Battery I & II to be administered by institution	NTE Core Battery III; NTE Area Examinations (if one exists)	Entry-level certificate with performance assessment (proposed)
Florida	ACT score of 17 (SAT 840)	Florida Teacher Certification Exam -- reading, writing, math, and professional skills	Beginning Teacher Program -- includes performance assessment
Georgia	2.0 GPA/4.0 scale	Georgia Teacher Certification Tests -- subject area	Performance evaluation during provisional period
Kentucky	2.25 GPA/4.0 scale; Grade equivalent score of 12.5 on CTBS -- writing, reading, and math	NTE Core Battery I, II, and III	One-year internship with assessment of teachers
Louisiana	2.2 GPA\4.0 scale; NTE Core Battery I & II	NTE Core Battery III; NTE Area Examinations	Teacher Internship Program (to be implemented)
Maryland	2.75 GPA/4.0 scale	Currently under consideration by the State Board of Education:	
		NTE Core Battery I, II, and III; NTE Area Examinations	Beginning Teacher Program
Mississippi	For state-supported institutions only: 2.25 GPA/4.0 scale through sophomore year; ACT COMP score of 170 and scores of 17 on both the speaking and writing portions; Students with an 18 on the ACT or a 3.2 GPA/4.0 scale are required only to pass the reading and writing portions of the ACT COMP	NTE Core Battery I, II, and III; NTE Area Examinations	Performance evaluation of beginning teachers during provisional period
North Carolina	NTE Core Battery I & II	NTE Core Battery III; NTE Area Examinations or GRE	Performance evaluation of beginning teachers
Oklahoma	2.5 GPA/4.0 scale; Admissions test required (to be implemented)	Oklahoma Teacher Certification Test -- subject area	Entry-year assistance program
South Carolina	Education Entrance Examination -- reading, writing, and math	NTE Area Examinations or South Carolina Area Examinations in those areas not covered by the NTE	Performance evaluation during first year of employment
Tennessee	CAT or PPST	NTE Core Battery I, II, and III; NTE Area Examinations	Evaluations during Probationary year (Career Ladder Plan)
Texas	PPST -- reading, writing, and math	Comprehensive examinations (to be implemented)	Evaluations during probationary year (Career Ladder Plan)
Virginia	Requirements should equal or exceed those for other programs at the institution; SAT score of 835 and 2.5 GPA/4.0 scale are recommended	NTE Core Battery I, II, and III; NTE Area Examinations (effective July 1, 1986)	Beginning Teacher Assistance Program -- performance assessment during two-year provisional period
West Virginia	Licensure based on state-approved program which includes the following:		
	PPST -- reading and writing; ACT-COMP -- speaking; to be developed at institution -- evaluation of listening skills	Content Specialization Test	Performance assessment during student teaching (statewide performance instrument)

NOTE: The NTE Core Battery consists of I-Communication Skills, II-General Knowledge, III-Professional Knowledge

GUIDE TO TEST ABBREVIATIONS:

ACT	American College Test -- American College Testing Program aptitude examination for college-bound high school seniors
ACT-COMP	American College Test-College Outcomes Measurement Program -- American College Testing Program
CAT	California Achievement Test -- CTB/McGraw-Hill Publishing
CTBS	Comprehensive Tests of Basic Skills -- CTB/McGraw-Hill Publishing
GRE	Graduate Record Examinations -- Educational Testing Service
NTE	National Teacher Examinations -- Educational Testing Service
PPST	Pre Professional Skills Test -- Educational Testing Service
SAT	Scholastic Aptitude Test -- The College Board aptitude examination for college-bound high school seniors

SOURCE: Compiled by the Southern Regional Education Board, August 1985.

Table 32

SPECIAL RECOGNITION PROGRAMS FOR
HIGH SCHOOL GRADUATES IN
THE SREB STATES

	Award	English	Math	Science	Social Studies	Foreign Language	Physical Education/ Health	Other Required Courses	Minimum Credits Required
Alabama Class of 1989	Advanced Diploma	4	3	3 (one lab)	4	2	1 1/2		22
AL Comments:	Must become knowledgeable of computers through related coursework								
Florida Currently in effect	Academic Scholar Certificate	4	4	4 (two labs)	3	2	1	1 credit in Fine Arts	24*
FL Comments:	*Effective with the Class of 1987, 26 minimum credits will be required. 1.5 GPA in required courses; students scoring 1100 on the SAT, and graduating with a 3.0 GPA with no grade lower than a "C" will automatically be admitted to any state community college or university for up to three years after graduation . . . these students will also be eligible for a $500 or $750 scholarship while attending any public or private in-state institution								
Georgia Currently in effect	Seal of Endorsement	4	3	3 (two labs)	3	2	1	1 credit in Voc Ed, Fine Arts, or Computer Tech	21
GA Comments:	Effective with the Class of 1986, students earning the Seal of Endorsement will be eligible to recieve a $1250 scholarship while attending any public or private in-state institution								
Kentucky Class of 1986	Commonwealth Diploma	4 plus one AP course	3 one AP course in either area	2	2	1 Must be an AP course	1	1 elective credit must be an AP course	22
KY Comments:	Students must complete an AP exam in at least three of the four required AP courses								
Louisiana Currently in effect	Regents Scholar	4	3	3	3	3	2	1 credit in Fine Arts; 1/2 credit in Free Enterprise	24
LA Comments:	Awarded by the Board of Regents to students completing the very specifice College Preparatory Curriculum, as developed by the Task Force on the Academic Preparation of the College-Bound Student								
Maryland Class of 1989	Certificate of Merit	4	3	3	3	1	1	1 credit each in Fine Arts; Computers, Home Ec, Voc Ed, or Ind Arts/Tech Ed	20
MD Comments:	2.6 cumulative GPA; must complee at least 12 credits of advanced courses, as defined by the local school systems in accordance with state criteria								
North Carolina Currently in effect	North Carolina Scholars Program	4	4	3	3	2	1	1 credit each in Voc Ed and Arts Ed	22
NC Comments:	Overall "B" average; may opt to "concentrate" electives in one of seven areas								
South Carolina Proposed	Academic Achievement Honors Award	4	3	2	3	2	1		22
SC Comments:	"B" or higher in each semester course; SAT score of 650 verbal or 700 math								
Tennessee Currently in effect	Honors Diploma	4	3	3 (two labs)	3	2	1 1/2	2 credits in Fine Arts	20 1/2
TN Comments:	Cumulative 3.0 GPA with no grade lower that a "C"; students may opt for General or Vocational Education track								
Texas Class of 1988	Advanced Diploma	4	3	3	2 1/2	2	2	1/2 credit in Economics; 1 credit each in Fine Arts and Computer Science	22
Virginia Class of 1989	Advanced Studies Program	4	3	3 (all lab)	3	3	2		22
VA Comments:	Overall "B" average								
West Virginia Class of 1986	Certificate of Academic Excellence	Currently being designed for students going beyond the standard requirements in completing a vocational or college preparatory curriculum . . . criteria are expected to include a 3.5 GPA							

SOURCE: Compiled by the Southern Regional Education Board with information from the State Departments of Education, August 1985.